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ABSTRACT

Developed by the staff of the Upper Cumberland Reading Project, which was funded by Title III of the Elementary Secondary Education Act, this document focuses on reading instruction. It contains (1) a unit of study on the history and geography of the Upper Cumberlands, on famous Upper Cumberland natives, and on historic but little known places and (2) a teacher's guide to historic and scenic places in the region. Each lesson plan in the study unit includes a list of objectives, suggested teacher activities, a story for primary and intermediate level pupils with related vocabulary, and suggested questions and followup activities. Resource material consists of a map of the 13-county region and a list of counties and county seats. A supplement to the study unit, the teacher's guide includes a list of student goals, four lesson plans, a list of suggestions for teaching about the Upper Cumberland region, and a bibliography. (JM)

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ED 094342

AN EXAMPLE OF HOW TO USE YOUR OWN COMMUNITY AS A SOURCE FOR TEACHER-MADE SUPPLEMENTARY MATERIALS FOR READING INSTRUCTION

A collection of lessons on the Upper Cumberland Region of Tennessee, prepared by the staff of the Upper Cumberland Reading Project, Title III ESEA, 1971-1974

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This material was disseminated to teachers of grades 1-6 in 13 counties of the Upper Cumberland region as part of the services of the Upper Cumberland Reading Project.

Report prepared for the ERIC system at Baxter, Tennessee
July, 1974

CS 001 240

INTRODUCTION

Teachers who wish to develop their own materials to supplement a basal reading text often need look no farther than their own community, county, or region.

The following unit and resource documents illustrate what can be done by industrious imaginative teachers who wish to use their own "back-yard" to develop supplementary reading materials of relevance and interest to pupils, while at the same time giving children more knowledge of their own region and greater appreciation of their cultural heritage.

Included in the following pages are:

1) A unit on the Upper Cumberland Region of Tennessee, hill country generally considered typical of that section of the nation known as Appalachia.

2) A teacher's guide to historic and scenic places in the region.

Both documents were developed by staff of the Upper Cumberland Reading Project, funded under Title III of the Elementary and Secondary Education Act. The project served 13 counties of the Upper Cumberland region from June 14, 1971, through July 31, 1974. The authors were classroom teachers with little or no previous experience in writing. They developed the Upper Cumberland unit and the accompanying teacher's guide during two summers, sandwiching their work in between inservice workshops conducted by the project for the region's elementary school teachers.

"People, Places and Things of the Upper Cumberlands" is a unit of study containing lesson plans on the history and geography of the region; on famous Upper Cumberland natives, such as World War I hero Alvin C. York and Cordell Hull, secretary of state under President Franklin D. Roosevelt; regional folk hero Bob Riley; and on historic but little known places (even within the

region), such as Rugby and Fisk Academy. Rugby, a settlement for second sons of English nobility, was founded in the late 1800's in the hills of an Upper Cumberland county by Thomas Hughes, author of Tom Brown's School Days. His utopian dream of a community to which everyone contributed and in which social class had little meaning lasted only a few years, but several quaint buildings still stand, including a church, library, and a number of cottages. Fisk Academy was founded by Moses Fisk, a New Englander who emigrated to the Upper Cumberlands and founded one of the first schools for women in the South. The academy no longer remains, but Fisk's home still stands beside a rural road.

Each lesson plan in the unit contains:

1) A list of objectives.

2) Suggested activities for teachers to use in introducing topics and arousing the interest of their pupils.

3) Related primary and intermediate-level vocabulary to be pre-taught for each story in the unit.

4) A story to be read by intermediate-level pupils, or, in the primary grades, to be read aloud by the teacher.

5) Suggested discussion questions and follow-up activities.

Included as resource material are a map of the 13-county region and a list of counties and county seats.

Itinerant training specialists from the ESEA III project visited schools throughout the region, substituting for teachers who took part in demonstration classes at two project centers as part of a structured teacher-exchange program based upon models of the change process. The Upper Cumberland unit proved extremely popular with pupils, many of whom had never traveled beyond the borders of their own counties. The itinerant specialists

used the unit as part of a multi-media presentation. To help motivate pupils and to reinforce listening skills, teachers from the project recorded stories from the unit on audio cassettes, with each story introduced by a few bars of an appropriate folk song. (The singer was the husband of one of the unit's authors. Recording of a master tape was done at a local radio station, which provided its facilities as a public service. An engineer at the station was paid to dub the master tape onto cassettes. Inexpensive cassette recorder-player units were purchased by the project for each itinerant specialist.)

After the ESEA III specialist had introduced new material from the unit, pupils first listened to the cassettes, then, in the case of older children, listened again while reading mimeographed selections from the unit. Maps of the region, reproduced by spirit duplicator, and pictures of places named in some of the stories which were displayed on pieces of heavy-weight poster board completed an effective multi-media presentation.

Similar activities are within reach of many teachers. Time for researching and writing lesson plans based on a locale and its history can be credited toward teachers' inservice work. The audio-visual and duplicating equipment used with the Upper Cumberland unit is available in most schools, and teachers can take good photographs of historic or scenic spots with today's simple cameras.

With such material, it is possible to:

1) Make reading more meaningful to pupils, because they are studying about their own localities. Basal texts published by national firms cannot include selections about all regions where the books are used. A cliche in journalism is that "all news is local," meaning that users of the mass media are most interested in events that happen close to home or to individuals they know, and that as many national and international stories as possible

should be localized--that is, rewritten to feature a local angle. The same could be said of study material.

2) Make pupils more aware of their cultural heritage and of the natural beauty spots in an afternoon's drive of their homes. This awareness can be especially meaningful for disadvantaged children, whether urban or rural.

3) Present opportunities for reading and other language arts activities--including writing, listening, and speaking, as well as convergent and divergent thinking--that will form the basis for supplementary activities suggested as a final step in teaching a basal lesson. The national acclaim given Foxfire, a collection of student writings about the history and culture of the students' home region, is an example of what can happen when language arts activities are based on local history and culture.

4) Relate reading to such skills as map reading, using maps of the pupils' home region instead of remote parts of the world. The question could be asked: Why should a child learn the capitals of other nations when he does not know the names of the counties and county seat towns in his own region?

5) Form the basis for other kinds of reading instruction, such as the language experience approach, that can be used independently of a basal text or to supplement it.

If time is not available during the summer, teachers of the same grades, or perhaps those working at the primary and intermediate levels, can cooperate in developing individual lesson plans based on local lore during the school year. Pupils also can be involved in collecting information about their communities and may contribute written material for use by their classmates. Ultimately, information on local history and attractions can form the basis for a number of lesson plans, and these can be assembled into units of study, duplicated, and shared with other teachers.

PEOPLE--PLACES--THINGS

or

"Thinking Standing Straight up in the Upper Cumberlands"

for Grades 1 - 6

Presented by

Ora Mai Vaughn
Marjorie B. Rickard

for

ESEA Title III Reading Project

September, 1973

UPPER CUMBERLAND UNIT

PEOPLE - PLACES - THINGS

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Mrs. Callie Melton, Librarian, Parkview Elementary School, Putnam County, for contributing legends of the Upper Cumberlands.

DIRECTIONS FOR PRIMARY PRESENTATIONS

Each of the eight texts in the following unit should be read orally to the students (or the tape played on each). Before the texts are presented, each student is given a word-card taken from the text. If there are more cards than students, the better students may receive two word-cards. These words should be recognized by the student. If the student does not recognize it, another student, the teacher, or aide should tell him. Each word is then pronounced by the student holding it and its meaning discussed. As the text is presented the student--upon hearing his word read in context--comes to the front of the room and places his word in the sentence strip chart. After the text has been read and discussed, each student may be allowed to find the words he can recognize on the sentence strip chart.

Suggested Materials.

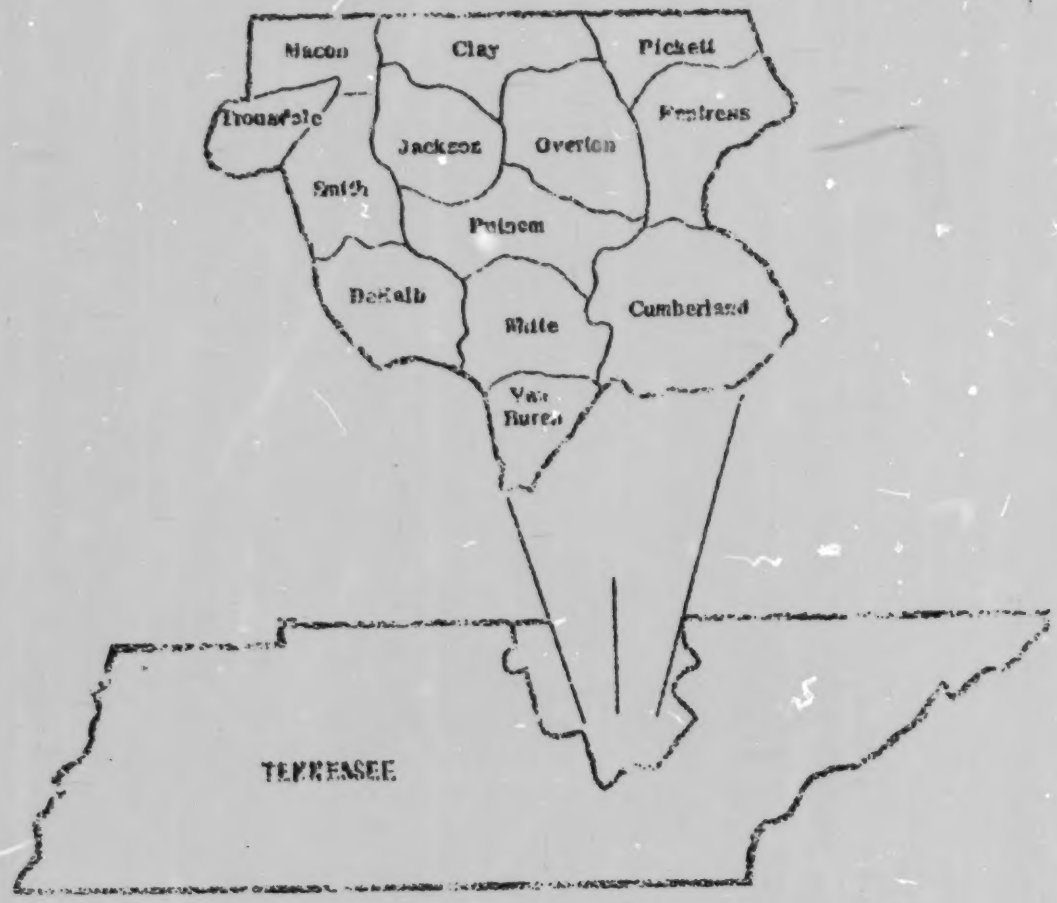
1. Dittoed copies of unit stories for each student
2. Index cards, tag-board, or sentence strip sections, with vocabulary word printed on each
3. Large display map of the Upper Cumberland area
4. Individual maps of the Upper Cumberlands for each student
5. Word ladders

Presentation:

Vocabulary words for each lesson are printed on individual strips of paper. Ask for volunteers (but be sure each student is eventually included as the lessons progress) to find the definitions. All vocabulary words are found in the material which the student will read and hear. Give each of the volunteer students a word, give him time to find definitions, and then have each student show and pronounce his word to the class and give its meaning. The teacher may use other means of pre-teaching the vocabulary if she chooses.

COUNTIES AND COUNTY SEATS OF THE UPPER CUMBERLAND

Counties	County Seats
Macon	Lafayette
Trousdale	Hartsville
Smith	Carthage
DeKalb	Smithville
Van Buren	Spencer
Clay	Celina
Jackson	Gainesboro
Putnam	Cookeville
White	Sparta
Pickett	Byrdstown
Fentress	Jamestown
Cumberland	Crossville
Overton	Livingston


Macon
Clay
Pickett
Fentress
Jackson
Overton
Smith
Putnam
DeKalb
White
Cumberland
TENNESSEE

HISTORY OF THE UPPER CUMBERLANDS

Objectives

1. The students will become acquainted with the history of the area in which they live.
2. The students will explore the history of their pioneering forefathers and discern visually the geographical location of their resident counties.
3. The students will examine prints depicting various attractions of interest in the Upper Cumberland.
4. The students will come to know that all heroes aren't in books nor from distant places.

Lesson Plan

History of the Upper Cumberlands

Motivation:

1. Hand out duplicated maps. Go over the names of the 13 counties of the Upper Cumberlands. These maps are to be returned at the end of each lesson so that they may be redistributed with each day's lesson.

2. Hand out word cards with the names of the county seats and word cards with the names of the counties (26). Allow children to "find their partners" and place seats and counties together on sentence strip chart.

Vocabulary:

barrier	ancient	fertile
wilderness	eroded	native
pioneers	progress	productive
meander	region	populated
generation	condition	gorgeous

Primary vocabulary:

Tennessee	Nameless	bear
Tick	smoke	Algood
trail	life	mountain
Box Town	forests	people
road	longest	Cumberland
years	rains	road
Daniel Boone	sail	part
ocean	river	gap

History of the Upper Cumberlands

On a tree near Jonesboro in East Tennessee these words are carved:

D. BOON CILLED A BAR 1760.

But Daniel Boone did more for Tennessee than killing a bear, and if you will listen and read along, you will find out just what he did.

A large mountain range called the Appalachians stretches from Canada through the eastern United States into Georgia. In Tennessee, a part of this mountain range reaches so high into the clouds that the tops appear to be covered with smoke. Because of this, Tennessee's section of the Appalachians is called the Great Smoky Mountains.

When this country was first settled along the eastern coast, the Appalachian Mountains proved to be a barrier to the rest of the country. In the early 1770's Daniel Boone was sent to "blaze a trail" across the mountain chain into Kentucky.

With a small group of men he set off into the wilderness to try and find the easiest way to get across the mountains. What Boone discovered was a passageway--a gap-- where the mountains were lower than other parts of the mountain chain. This discovery--right on the boundary line between Kentucky, Virginia, and Tennessee--was called the "Cumberland Gap." The name "Cumberland" was borrowed from an ancient mountain range west of the Great Smokes and from the river that runs through the area.

The trail through the Cumberland Gap was named by Boone the "Wilderness Road." Early pioneers who travelled on it, though, called it the "longest, blackest, hardest road." For many years it was the main highway between

the eastern part of the United States and the rest of the country. During these years, the Upper Cumberland area of Tennessee was settled. The Upper Cumberland area is bordered by Chattanooga, Nashville, and Knoxville and contains thirteen counties. Now if we can all stop for just a moment, we will look at our maps.

(See map. Discuss)

The people who crossed the Cumberland Gap and settled the Upper Cumberlands were mostly from England and Scotland. They had become unhappy--for one reason or another--and wanted to leave their homelands. Some of them were prisoners who had been released on the condition that they sail across the ocean and help to settle the new land. To them, the new country was a promise of better times to come.

Most of the settlers were not used to country life and knew little about farming. But they cleared away the native forests, built log cabins and started planting crops. Unlike people of other mountainous regions of the world, they built their houses on the level land and cleared away the hillsides for farming. The fertile hillsides were productive in the beginning, but heavy rains soon left the fields eroded and worthless, forcing the second generation settlers to move on in search of new lands.

Much of the Upper Cumberlands was populated in this manner. And most of the towns and communities of these early years sprang up along streams at ferry boat crossings and at crossroads and trails. Following are some of these towns and communities and the counties in which they are located:

Defeated	Smith
Difficult	Smith
Fork's Creek	Smith

Snow's Hill	DeKalb
Butler's Landing	Clay
Pinch Gut	Jackson
Zenith	Fentress
Neverfail	Cumberland
Hanging Limb	Overton
Increase	Smith
Nameless	Jackson
Tick	Jackson
Bullet Hole	Jackson
No Man's Land	Jackson
Palestine	Overton
Tin Top	Overton
Craven's Town	Overton
Needmore	Overton
Unity	Overton
Box Town	Overton
Silver Point	Putnam
Algood	Putnam
Possum Trot	Overton
Union Hill	Clay
Greenbrier	Jackson
Nettle Carrier	Overton

However difficult life was--and still is--in the Upper Cumberlands, progress is slowly but surely coming now to the region. Construction of Interstate Highway 40 has made the Cumberlands easier to get to. However, a part of the charm of the region is its narrow, twisting and winding, sometimes gravelled roads, which meander down steep slopes into the gorgeous valleys below.

Lesson Plan

History of the Upper Cumberlands

Questions to be discussed orally:

Note to Teacher: Please allow students to answer questions from recall before asking them to find and read the answer on the paper.

1. The Upper Cumberland Region got its name from:

   A. The Appalachian Mountains
   B. The Rocky Mountains
   C. The Cumberland Mountains and Cumberland River

   How do you know? Find the answer on your paper. Please read it.

2. Three large Tennessee cities border the Upper Cumberland Region. They are? How do you know? Please find and read that information in your paper.

3. Where did the early settlers of the Upper Cumberlands come from?

4. Were the early settlers good farmers? How do you know? Please find and read that information in your paper.

5. Could the early farmers have made better use of their land? If so, how?

6. Why do you think industry was so long in coming to the Upper Cumberlands?

7. If you were in prison for life, and you were told that you might go free if you would go to a strange, new world where life was very hard, would you go? Why or why not?

Activities

1. Locate by county each of the following communities on the large map:

Defeated	Smith
Snow's Hill	DeKalb
Butler's Landing	Clay
Pinch Gut	Jackson
Zenith	Fentress
Neverfail	Cumberland
Hanging Limb	Overton
Silver Point	Putnam

2. Go over the name of each community, and discuss how that name may have been acquired.

3. Locate area scenic attractions on Upper Cumberland maps. (See special supplement to this unit.)

4. Locate the Cumberland Gap.

5. Locate the county seats on individual maps after they have been pointed out on large map. (See list of counties and county seats given earlier in this unit.)

6. Each child may color his map and put his name on it. It is taken up after each class, except the last class of the unit, when the student is allowed to keep his map.

Primary Activities

History of the Upper Cumberlands

1. Name as many counties in the Upper Cumberland area as you can.

2. Pantomime "On Top of Old Smoky" or Daniel Boone on the Wilderness Trail.

3. Name the scenic attractions you have visted in the Upper Cumberlands. Point them out on the display map.

4. Draw a picture of some scene in your county that you enjoy seeing.

5. Locate the three large cities that border the Upper Cumberlands.

6. (a) Draw a picture of the Wilderness Road (what you imagine it looked like to the pioneers).

   (b) Draw a picture of Interstate 40 and tell what section of highway it shows.

Questions

1. Who was sent to "blaze a trail" across the Appalachians? (D. Boone)

2. What was the trail named? (Wilderness Trail)

3. Find the counties in the Upper Cumberland Region.

4. What new road has made the Upper Cumberland easier to get to? (I-40)

PEOPLE OF THE UPPER CUMBERLANDS

Objectives

1. The students will learn that such distinguished citizens as Cordell Hill, Alvin C. York, and Davy Crockett lived in the Upper Cumberland region.

2. The students will learn that each of these men has made significant worldwide contributions.

3. The students will identify a folk hero and will meet via legend a folk hero from the Upper Cumberlands.

Lesson Plan

Cordell Hull

Motivation: One or two days before the lesson on Cordell Hull, ask for two volunteer students to prepare oral reports on:

(1) Cordell Hull as Father of the United Nations

(2) Winner of the Nobel Peace Prize.

Begin lesson with student reports.

Present vocabulary.

Vocabulary:

raft	constructed	staunch	magnificent
profession	restored	glistening	site
distinguished	commemorating	emerald	historic
achievement	museum	personal	

Primary vocabulary:

beauty	warmly	fame	member
Cordell Hull	debating	Celina	cabin
chores	public	swimming	attended
popular	lawyer	remember	judge
browse	United Nations	education	Nobel Peace Prize

Cordell Hull

To many, the beauty of the Cumberlands is greater than anywhere in all the world. The ancient mountains, rolling hills, fertile valleys, and glistening pools in emerald settings highlighted by golden flecks from the warm sunlight are pictures forever remembered and treasured.

However, the magnificent Cumberlands have given us more than scenic attractions. It has given us men of staunch character....both real and legendary. It has given us scholars, doctors, lawyers, statesmen, and ministers; men of great stature who have gained fame both here and abroad and whose influence is still keenly felt....men like Alvin C. York, Davy Crockett, and Cordell Hull.

Cordell Hull was born in Overton County October 2, 1971, in a log cabin between Byrdstown and Willow Grove. His father was a farmer, lumberman, and merchant. As a boy, Cordell Hull did the usual chores common to most farm boys. He was a very serious-minded youngster. Unlike other boys his age, he was more interested in books (his mother taught him the ABC's) and learning than in girls and fishing and swimming. He was not very popular with the boys either.

Ever since he could remember, Hull wanted to be a lawyer. Often when he went down the river on the raft with his father to Nashville, he would take what money he had saved and browse around in second-hand book stores looking for old law books.

Hull's family was poor, but his father was determined that he get a good education because he was more interested in going to school and learning than the other sons. They went to school only a few months at a time in the country, since during the cold snows of winter, roads were impassable. Also the children were too poor to dress warmly enough for school in winter. Most children did not have shoes.

Hull was a member of the debating team in the Willow Grove school, which was located near Celina in Clay County. He made his first public appearance here during a political rally at the age of 16. Later he attended school in Celina. It was here that he first set up law practice after graduating from Cumberland Law School in the spring of 1891.

Although Hull was a lawyer by profession, his achievements go far beyond that. He was judge, Congressman, Senator, Father of the United Nations, and winner of the Nobel Peace Prize. He was widely known throughout the world, but he never for a moment forgot his people of the Cumberlands.

Today the Cordell Hull Birthplace near Byrdstown in Pickett County has been restored as an historic site. Nearby a log cabin museum has been constructed to display many of his personal effects, photographs, and other things commemorating the life and work of this distinguished man.

Lesson Plan

Cordell Hull

Questions to be discussed orally:

1. Tennessee now has 95 counties. At one time Tennessee had 94 counties. Since Cordell Hull was born in Overton County, why do you think Pickett County now claims his birthplace? (See map.)
2. Of all the achievements of Cordell Hull, which do you consider the most important? Why?
3. Why didn't Hull attend school during the winter time? How do you know? Find and read the lines in your paper.
4. What was his profession (what did he do for a living)? How do you know? Find and read the answer.
5. At what age did he make his first political speech? How do you know? Find and read the answer.
6. How was Cordell Hull's boyhood different from that of other boys? Was this good? Why or why not?

Activities

1. Locate, on the map, the county in which Hull was born.
2. Locate the county in which he first began his law practice.
3. Point out the picture of his birth place. Draw and color a picture of it.
4. You will find a number of adjectives in the following letter maze which may be used to describe the Cumberlands. List these and as many nouns as you can find. (See letter maze, next page.)

LETTER MAZE

C R A Y T T E K C I P E

S E N A T O R X H R I M

T G L I S T E N I N G I

R C N I B A C Z L D N N

E O L X N G E X L N I I

B R X A X A O S S A L S

O D R E Y W A L O L L T

R E V M R A W T D R O E

T L A S U N H N R E R R

R L L B O G K O O B N S

E H L B I O T T E M M N

B U E L L C A R L U E I

L L Y P O T N E I C N A

A L F D O C X V T U S T

K E A A H O Y O R K H N

E B R W C K L R E W O U

E O M N S E A G F E E O

N N S I L W O L L I W M

Words to find in the letter maze:

1. Glistening
2. ancient
3. mountains
4. hills
5. Noble
6. Celina
7. warm
8. York
9. golden
10. Cordell Hull
11. fertile
12. Clay
13. lawyer
14. minister
15. doctor
16. Pickett
17. valley
18. cabin
19. Cumberland
20. raft
21. sunlight
22. rolling

Lesson Plan

Davy Crockett

Motivation:

For discussion:

1. Which would you rather do, kill bears or fight Indians? Why?
2. Which would you rather do, run for president of the United States and lose or fight Mexican soldiers and lose? Why?

This story is about a man who did all of those things and more. Someone even wrote a song about him. One of the many tall tales told about David Crockett is this one:

Once when Davy aimed his rifle at a raccoon in a tree, the animal recognized him and said. "Don't shoot, Davy, I'll come down. I know when I'm a gone raccoon!"

Vocabulary:

tavern	convention	frontier	defended
provider	republic	skilled	attacked
abundant	Rio Grande	Ambushed	
reside	untamed	captive	

Primary vocabulary:

song	children	bear	fight
true	whipping	came	cattle
Smoky	brave	wild	camp
Indians	hunted	strangers	chimney
home	stones	world	fort

David Crockett

The song says that Davy Crockett was so tough that he managed to kill a bear when he was only three years old. Of course, that's not true. He was six years old. In truth, if he killed a bear at all, he must have been quite a bit older than that.

John and Rebecca Crockett (Davy's parents) came over the Smoky Mountains from North Carolina in 1783. Tennessee was a wild, untamed frontier-land then where animals and Indians were plentiful. Here, in 1786, Davy Crockett was born. While he was yet a baby, his parents moved to near Morristown, Tennessee, and kept a tavern.

Davy grew up watching and listening as strangers passed a night in the tavern. They told long tales of new, exciting places and towns like Knoxville. Davy wanted very much to see the world. So, one night when a stranger moving from Knoxville to Virginia stopped by the tavern, David decided to go with him. He was hired to help drive the man's livestock to his new home. After a few months away from home Davy grew so homesick that he had to return.

Back at home Davy, like all the young children of the area, was sent to school. Davy didn't like school. One day he got into a fight with a boy, and, rather than get a whipping, he ran away. He ran very far away and joined up with a man who needed help driving his cattle north.

This time Davy was away from home for three years before he returned. At last he did. He hired out for a year to help his father pay off some debts, and then he went to school for six whole months! He learned to read in a primer and learned to write his name.

At the age of eighteen, Davy did a very brave thing. He got married. He married Polly Findlay. They started out married life with a spinning wheel, a horse, two cows, two calves, and fifteen dollars. Davy was a good provider when it came to bringing home meat he had killed, but he wasn't very much of a farmer. The Crocketts had plenty of milk to drink and meat to eat, but not many vegetables grew in the garden.

Davy and Polly had two little boys, and they decided to move on farther into Tennessee, first to Lincoln County, then to Franklin County. There Davy joined General Andrew Jackson's army, which was fighting against the Creek Indians. Davy didn't like Indians. They had killed his grandparents and had held his uncle captive for nineteen years. Not long after Davy returned home from fighting the Indians, Polly died and he was left to rear his little boys alone.

Before long, Davy found himself another wife, and they moved to Giles County in Tennessee; however, one of the many places where he hunted and set up camp was Fentress County. Let's find that county on the map of the Upper Cumberland.

Hunting was a way of life that Davy knew much about. He was a skilled hunter, always moving to where game was more abundant. It was in 1817 that he stopped off in Fentress County, built his log cabin and spent the year. The cabin was located just eight miles from Jamestown on the East Fork of Obed's River. Stones from the old chimney of the house mark the site of Crockett's cabin today.

Relatives of Crockett's--the Traverses, Beatys, and Crocketts--now reside in Fentress County. In Overton County, four miles south of Oaklona, near a cave in the creek bank, Robert Crockett had a hunting camp. He was a cousin of Davy's. In 1769 Robert and two companions were ambushed and killed by Indians. Robert is buried on a hill overlooking the camp.

Davy was in and out of Tennessee politics for several years. Finally he grew tired of it all and left Tennessee for Texas. Many Americans were settling in Texas in 1830. At that time Texas was a part of Mexico. Mexico tried to tell Texas what its people could and could not do, and the Texans didn't like it. They called a convention and set up an independent Republic of Texas. And Mexico didn't like that. The Mexican president, Santa Anna, led his army across the Rio Grande--the large river that now forms the border between Texas and Mexico--and attacked the Alamo. The small fort was defended by one hundred and seventy-nine Americans plus Davy Crockett. All of them were killed. "Remember the Alamo" became a famous slogan, and it helped the people of Texas to defeat Mexico and earn their freedom.

Lesson Plan

Davy Crockett

Questions for oral discussion:

1. Do you believe Davy Crockett killed a bear when he was six years old? Why or why not?
2. What other famous American have we read about who killed a bear?
3. Do you believe he really killed one? Why or why not?
4. Why did Davy leave from home the first time? How do you know? Please find and read.
4. What caused him to run away from home the second time? How do you know? Please find and read.
6. Describe Davy Crockett's education.
7. In what way was Davy a good provider for his family? In what way was he a poor provider?
8. Why didn't Davy like Indians? How do you know? Please find and read.
9. Why do you think Davy left Tennessee and moved to Texas?
10. Who named the river that forms the border between Texas and Mexico--the Americans or the Mexicans? How do you know?

Activities

1. Now, suppose that David Crockett had been the lone survivor at the Alamo. Extend the story by writing what might have happened after the Alamo, or act it out.
2. Point out the Upper Cumberland county in which his hunting camp was located.
3. Draw and color the log cabin he built on the East Fork of Obed's River.
4. Choose one:
    A. Act out the scene in the text that you liked best.
    B. Pantomime the Davy Crockett song.

Activity

White Men and Indians

Six objects, three each of two different kinds, such as three small sticks and three pebbles, are placed in a row on one side of a line. The sticks are called Indians, the stones white men. The object of the game is to transfer these six to the opposite side of the line, which represents a river. Any two may go across at a time, but one must come back to bring the canoe to the others, and there must never be more Indians than white men left together. The solution is as follows:

Solution

Two Indians go over; one comes back and takes another Indian over; one Indian comes back. Two white men go over; a white man and an Indian come back. Two white men go over; one Indian comes back. Two Indians go over; one Indian comes back and takes the remaining Indian over.

This can be used with David Crockett, Daniel Boone, and the legend of Nettle Carrier.

Primary Activities

Davy Crockett

Questions for oral discussion:

1. How old was Davy Crockett when he supposedly killed his first bear?
2. In what state was Davy born?
3. What states, besides Tennessee, did Davy Crockett live in?
4. How many children did Davy and his wife have?
5. Who was Davy fighting at the Alamo?

Activities:

Creative Dramatics:

a. Pantomime the song "Davy Crockett."

b. Act out your favorite part of the Davy Crockett story.

Music and Art:

a. Learn the song "Davy Crockett."

b. Draw a picture of Davy (1) killing a bear, (2) fighting at the Alamo.

Map:

Find the counties in the Upper Cumberland area where Davy Crockett lived (use individual maps or large display map).

Clue Me In

The clues provided will help you to identify the thirteen county seats of the Upper Cumberland. Study them carefully and fill in the blanks with the county seats:

1. A synonym for existing _____
2. A synonym for automobile _____
3. A synonym for irritable _____
4. A synonym for revolve _____
5. A synonym for ocean _____
6. A synonym for chef _____
7. A synonym for profit _____
8. Last part rhymes with let _____
9. Rhymes with charta _____
10. Rhymes with myth _____
11. Rhymes with names _____
12. Rhymes with words _____
13. Rhymes with parts _____

Lesson Plan

Alvin C. York

Motivation:

1. What is a hero?
2. Do any of you know any heroes? Why do you consider that person a hero?
3. Does a person have to be well-known and famous to be a hero? Why or why not?
4. Give a brief oral explanation of the Congressional Medal of Honor.

Vocabulary:

terrapin	huge	surrounding
obvious	descendants	considered
shrewd	descent	developed
drafted	batallion	promoted
struggle	recorded	awarded
combat	single-handedly	

Primary vocabulary:

shell	fertile	cave
valley	hospital	hour
patches	family	cart
house	hero	beautiful
army	peace	combat
machine guns	enemy	America
history	prisoners	

Alvin C. York

Once upon an almost time--almost two hundred years ago--a lonely hunter climbed over the giant Appalachian mountains and found himself a new home. Down a mountainside he came into a beautiful green valley where deer hooves had made a path beside a clear stream. Here the hunter made camp and cooked his supper. He baked some bread on a hot stone and drank water from a terrapin shell. Above the spring in the rock-facing of a cliff was a large cave, and here the hunter spread his bed of leaves and lived for many years.

The hunter's name was Conrad Pile, and he had discovered the Valley of the Three Forks of the Wolf, so named because here three streams--Main Fork, Middle Fork, and Rottin Fork--joined to make Wolf River. Surrounding the river was fertile bottom land three miles wide. The valley is located about ten miles from Jamestown, Tennessee, in Fentress County. Mr. Pile was the first settler in that area.

Conrad Pile soon earned the name of "Old Coonrod" in the valley, which over the years was slowly settled by other hunters and their families. The little settlement that sprang up near the banks of the Wolf River was known as Pall Mall. Since there is a street by that name in London, England, it is obvious that the early settlers were of English descent. Pall Mall is only seven miles from the Kentucky border, and for many years Old Coonrod thought he was living in Kentucky.

Coonrod made a good living in his new home. At one time he owned the land on which Jamestown, the county seat of Fentress County, was built. He was a shrewd Indian-trader and good businessman in dealings with other white men. He "sized-up" very carefully the men he chose

to deal with. If a man wore patches on his knees but his pants seat was whole, he considered that the man had worn holes in his knees working on the land and moving forward. With patch-kneed men Coonrod did fair trading. On the other hand, he never trusted men whose knees were whole, but whose seats were patched. He used to say, "A man whose britches are patched in the seat spends too much time a-setting down."

So Old Coonrod lived and developed the land and married and reared a family in the Valley of the Three Forks of the Wolf. And he grew. He grew in wealth and fame, and he grew in size and weight. He was so large during the last years of his life that he went about his huge farmland in a two-wheeled cart pulled by oxen. His descendants still live around Pall Mall and one of them--his great, great grandson--became a world-famous hero.

One of Old Coonrod's many grandchildren was Nancy Pile, who lived to see two of her brothers and her husband murdered--all at different times. She had two children, William and Mary. And it was Mary who married William York and had eleven children. The third son, Alvin C. York, carved his name in history for all time. This is how.

War drums echoed across the world in 1917 and World War I began. Six-foot, red-haired, sharp-shooter Alvin York was drafted into the army and left his beloved Tennessee to go to serve his country. He went across the ocean to England, then to France to struggle with the German army.

One day, thousands of miles away from the Valley of the Three Forks, Alvin found himself one of many American soldiers in combat. They were moving slowly and carefully after the enemy in a wet, muddy forest where no birds sang. The forest was called Argonne and it was in France.

Alvin C. York

Alvin crept through a thicket, his rifle ready to use, when he saw a whole battalion of German soldiers machine gunning his buddies who were moving in below the hill. In a few minutes of time which are recorded in American history, Corporal Alvin C. York single-handedly killed twenty-five German soldiers, wiped out thirty-five machine guns, and commanded the German battalion to: "Come on down, you-all, and give up!" Then he painstakingly herded 132 German prisoners back to the American lines.

It was all over but the shouting and there was a lot of that when the country boy came back home to America. He was promoted to sergeant and awarded the Congressional Medal of Honor and at least 50 other medals from the United States and other grateful countries. Alvin C. York was America's hero of the hour in 1918. But Alvin wanted only one thing--to go home to Tennessee where the Wolf River flowed in a beautiful green valley, and there to live out his days in peace without having to kill anybody. Alvin York was a peaceable man.

The army let him go home again to his valley, and, in appreciation of what he had done for his country, the government gave him 396 acres of the fertile bottom land. On part of this acreage he established a school which was named the Alvin C. York Institute. It is still in operation today. So Sergeant York lived and developed the land and married and raised a family in the Valley of the Three Forks of the Wolf. But the heroes grow old and tired, and in 1964 he died in a hospital in Nashville. Again, he was brought home and buried in the Wolf Creek cemetery near the house he'd built and lived in.

Alvin C. York

The poet Robert Louis Stevenson could have been speaking for Alvin C. York when he wrote these lines:

Under the wide and starry sky,
Dig my grave, and let me lie.
And this be the verse you carve for me:
That I laid me down with a will.
Home is the sailor, home from the sea,
And the hunter home from the hill.

Lesson Plan

Alvin C. York

Questions for Oral Discussion:

1. What mountain-range did Old Coonrod travel across to find his new home?

2. What did he call the new area? Why was it called that?

3. Why do you think Conrad Pile was called "Old Coonrod"?

4. How did Coonrod feel about the men he traded with? How do you know? Find and read the answer on your paper.

5. Alvin York was Coonrod's: 1) son, 2) grandson, 3) brother, or 4) great-great grandson.

6. What is a sharp-shooter?

7. York fought in which of the following wars:

   1) World War I? 2) World War II? 3) Viet Nam?

8. York captured _____soldiers. (how many?)

9. The prisoners were from what country?

10. York was from which county:

    1) Clay County? 2) Overton County? 3) Fentress County?

11. Who did you like better, Coonrod or Alvin? Why?

12. Would you like to visit the Valley of the Three Forks of the Wolf? Why or why not?

Activities

1. Locate, on the map, the county in which York was born.

2. Point out pictures of his birthplace and the museum.

3. Play the "Which Goes Where" Game.

   (Give students cards on which words or parts of words from the text are printed and have them match these with words that are placed in a card holder, i.e.,

For Students	For Card Holder
Coon	town
machine	Plateau
Wolf	guns
Fentress	river
Pall	County
Cumberland	rod
James	Creek
Three	York
Wolf	Mall
Corporal	Forks

4. Dramatics (choose one scene from text and act out).

5. Have the students draw and color a scene from the story which appealed to them.

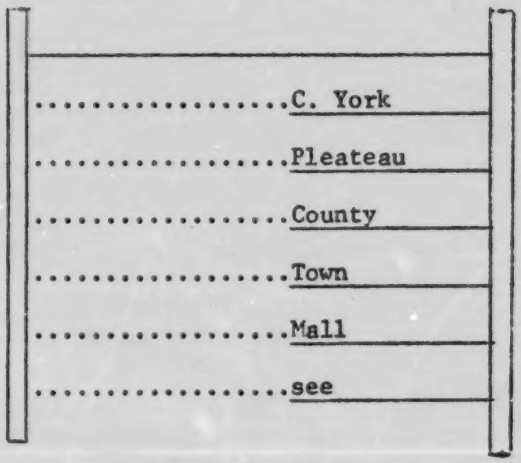
Activities

Mend the Broken Ladder

Directors. . .

To mend the broken ladder, select the words from the left column and place in correct order on ladder at right.

1. Fentress
2. Pall
3. Tennes
4. James
5. Cumberland
6. Alvin



Letter Maze

In the letter maze below are the 13 counties and the county seats comprising the Upper Cumberland. Find and outline each:

Y T N U O C V A N B U R E N O X R
X N X E T T E Y A F A L L E D X C
X W X N W O T S E M A J L X N O O
T O A O H T X N J C E L I N A R O
R T T C I S T R A X I X V O L O K
O S R A T R X E C V X X S T R B E
U D A M E Y D E K A L B T R E S V
S R P S O A X O S C X X R E B E I
D Y S M L L O X O X I X A V M N L
A B X I D C M A N T U P H O U I L
L X X T E L L I V H T I M S C A E
E G A H T R A C S P E N C E R G X
O X O X L I V I N G S T O N X X I
E G A E L L I V S S O R C B O C B

Counties	County Seats
Macon	Lafayette
Trousdale	Hartsville
Smith	Carthage
DeKalb	Smithville
Van Buren	Spencer
Clay	Celina
Jackson	Gainesboro
Putnam	Cookeville
White	Sparta
Pickett	Byrdstown
Fentress	Jamestown
Cumberland	Crossville
Overton	Livingston

Primary Activities

Alvin C. York

1. Act out one of the segments of Alvin C. York's life.
2. Draw a picture of:
   a. Old Coonrod
   b. Alvin C. York
   c. A scene from the story
3. Map: Locate county York was born in.
   Find picture of the museum.
4. Draw a picture of the Wolf River and the three streams that form it.

Questions:

1. What was Old Coonrod's first home? (cave)
2. What did he (a) cook on? (b) drink from?
   Answers: (a. hot stone) (b. terrapin turtle shell)
3. What county did Coonrod and Alvin C. York live in? (Fentress)
4. What war did York fight in? (W.W.I)
5. Where was York buried after his death in 1964? (Near his home in the Valley of the Three Forks of the Wolf.)

Bob Riley (Folk Hero)

Motivation:

Write an explanation of heroes or have a class discussion based on encyclopedia material.

A folk hero is a hero of a certain group of people. He is not widely known and you'll never find his name in history books. Sometimes a folk hero is good; sometimes he is bad; usually, he's a little bit of both. But he's always a very interesting character to the people who love to tell about him. A folk hero is talked about, not written about.

Do any of you know about any folk heroes? (Pause for possible discussion.)

This story is about a hero who spent his life in the Upper Cumberlands and mostly in Clay County.

Vocabulary:

lash	shaft	carcass
gliding	clutching	fatal
spied	sobbed	

Primary Vocabulary:

evening	steak	lightning
hungry	folk	push
brave	blankets	smart
boots	raft	farmer
bucket	sight	river
moan	steer	supper

Bob Riley

Sometimes of an evening when the sun's rays cool and begin to dim behind the nearest hill-top, mountain folk gather on the front porch. In the old days when there was no television and there were no cars to take people away from home, they entertained each other with story-telling. Many a tree-toad on a summer night has listened to a tall tale a neighbor told a friend. And many a lightning-bug has left his light on all night after hearing all the hant tales that grandmas love to tell.

Now, a folk tale, you know, is a story about something that may have happened, but probably didn't happen just exactly as it was told. The heroes of these stories are called "folk heroes." Sometimes folk tales are called legends. This is an example of one.

Back long years ago there was a fellow named Bob Riley who lived somewhere in the Upper Cumberlands. He was a big man, and he was brave and tough, and there are many stories about the things he did in his lifetime. And he was smart, you'd better believe. He could think very quickly just standing straight up.

Well, Bob Riley made his living cutting down trees and sawing them into logs. When he had quite a few logs cut, he and some helpers would lash them all together into a large raft. Then they'd float down the Cumberland River to Nashville where they'd sell the logs, and get back home as best they could. Sometimes they walked--all the way back to Clay County. There weren't any cars then, you know.

The float down the Cumberland sometimes took two or three days. The men would carry some food along, but always ran out before they got to Nashville town. One day Bob Riley and his men were really wishing for something to chew on as they were gliding down the river. Suddenly,

as they rounded a curve in the river, one of the men spied a meadow full of lean, black cattle.

"Why don't we pull into the bank there and grab us a steak for supper?" he whispered to Bob.

Hungry as he was, Bob agreed, and with their long shaft poles, the men guided the raft toward the bank. One of the rafters named Luke raised his rifle and shot a young steer right between the eyes.

The men loaded the carcass on board and were just about to push off from the bank when Bob saw a farmer coming across the field with his salt bucket. (The salt was for the cows to lick.)

"Hey, you all," Bob said. "Here comes the farmer. What'll we do with the carcass?"

One of the fellows named Scotty said, "Push it overboard."

"Now, Scotty," Bob told him, "that's no good. He'll float and the farmer will know we shot him."

Bob started to think hard standing there straight up. He grabbed some blankets the men used for sleeping and threw them over the poor, dead steer.

"His back legs are sticking out," Luke told him.

"Well, take off your boots and I'll fix that." Bob put Luke's boots over the hooves.

"Now, he said to the men, "don't say a word, just act like you're weeping."

The men began to wail and moan just as the farmer came slipping and sliding down the river bank, still clutching his bucket of salt.

"Hey!" he called. "Any of you fellows seen a young, black steer? I got one missing!"

Bob raised his head and sobbed, "Mister, I got troubles of my own."

He pointed to the covered heap with two black boots. "This here's my brother just gone to glory."

The men's voices rose in one giant moan. Staring at the boots, the farmer shook his head. "Poor fellow," he said. "What did he die from?"

"Small-pox!" Bob bawled.

Now, small-pox is a fatal disease and it's mighty easy to catch. Well, that poor old farmer began slipping and sliding his way back up that river bank and salted his legs pretty well trying to get out of there.

Bob Riley and his men pulled out and headed on down the river. As soon as they were out of sight, the men stopped moaning and Luke put his boots back on. So they went on down the river, and they went on down the years and time passed, and their lives ended one by one. But of a summer evening, the folk in the Upper Cumberlands still talk about the famous steak cook-out on the Cumberland River bank.

Lesson Plan

Bob Riley

Questions for oral discussion:

1. What is a folk tale?
2. What is the difference between a historical character and a folk hero?
3. Why would a lightning bug leave his light on all night?
4. How did Bob Riley do his thinking? How do you know? Please find and read.
5. How did Bob Riley make a living?
6. Why was the farmer carrying a salt bucket?
7. How did he know a steer was missing?
8. Why do you think he bothered to count his cows?
9. Why didn't they push the dead steer off the raft?
10. What would you have done if you had stolen a cow and put it on a raft and the farmer came up?
11. Why was the farmer in such a hurry to get up the river bank?
12. What does it mean that ". . . they went on down the river and they when on down the years. . . "?
13. Do you think it was right for Bob Riley to take another man's steer? Would there have been a better way to get food? Why do we overlook such acts in a legend or folk tale?

Activities

1. Act out the story
2. Draw your favorite scene from the story.
3. Game: "What am I?"

   A player leaves the room, and the group decides what animal he shall represent. The player is recalled and tries to discover what he represents by asking questions about himself which may be answered by "yes" or "no." For instance, he may ask, "Do I pull wagons?" "Do I eat grass?" "Do I have long, floppy years?" When he has identified himself the person whose answer helped him make the discovery leaves the group next, and the game is repeated.

Primary Activities

Bob Riley

Creative Dramatics:

1. Act out the story of Bob Riley
2. Pantomime the story.

Art:

1. Draw a picture of Bob and his helpers.
2. Draw different scenes from the story.

Sequence:

1. Place scenes in order of their happening.

Questions:

1. What is a tall tale?
2. Who was Bob Riley?
3. What did Bob Riley do for a living?
4. How did he get his logs to Nashville?
5. How do you think he got home?
6. What did Bob and his men do for their meal when they were out of food?
7. What happened next?
8. What was the bucket of salt for?
9. Was Bob's brother under the blanket on the raft?
10. If not, who or what was under the blanket?
11. Do you think this was a true story?

Lesson Plan

"Hant" Tale from the Upper Cumberland

Motivation:

1. How many of you like scary stories?
2. Do any of you know a scary story you'd like to tell?

Vocabulary:

petty	solitary	entirely
heft	stroll	approached
poke	coiled	

Primary vocabulary:

thieves	midnight	graves
moonshine	graveyard	beside
devil	somewhere	quilt
dark	job	shoulders
cornfield	wide	laugh
feast	souls	dead
towsack		

"Hant" Tale

from the Upper Cumberland

This is the kind of story that old-timers call a "hant tale." You may not think it's a hant tale, though. You may think it's a different kind of story entirely. The main characters are two petty thieves, a moonshine drinker, and God and the devil.

These two boys, Erb and Reb, decided one dark night to sneak into Farmer Maxwell's cornfield and "heft" themselves to some "roastneers." "Roastneers," you know, is really two words--roasting ears (of corn, that is). Any way, roasting ears make mighty good summer-time eating, and Erb and Reb wanted to have a feast. About midnight, they started down the road, tiptoed past the graveyard, scooted down the gulley, and waded into the corn patch. They each filled a tow-sack chock full of sweet, juicy corn. As soon as the pokes were full, the boys made their way back toward the road.

"I've got more corn than you," Erb said.

"Don't!" Reb told him.

"Do!" Erb insisted

"Well," Reb decided, "let's just stop somewhere and divide it out even."

About then they were passing the graveyard and decided that would be a good place to do the job. They found a wide level spot between two graves and sat down cross-legged with the tow-sacks between them. They dumped out the roasting ears into one large pile. Erb chose a fat, round ear and placed it beside him.

"One for me," he said.

Reb found a fatter, rounder one.

"And one for me," Reb said.

And so it went, as the moon grew older in the early morning sky.

"One for me."

"And one for me."

About that time, old Jake Cross came stumbling down the road. His jug of moonshine, nearly empty now, swung from his thumb. The moonshine had made him feel all nice and relaxed, and he was enjoying his solitary stroll down the night-time road. He was singing softly to himself.

As he approached the graveyard, he heard from deep within its shadows:

"One for me."

"And one for me."

The moonshine jug crashed down on the road. Old Jake wound himself up like a coiled spring and shot down the road like the devil himself was after him. When he reached his own cabin, his wife was sitting in front of the fireplace feeding it with dried pea-hulls. Jake hit the bed huffing and puffing and smelling like a moonshine still. His wife pulled the quilt she had around her shoulders up closer and looked over at Jake.

"What have you been running from, Jake?"

"I didn't want either one of them to get me," he panted.

"Either one of who?"

"God and the devil," Jake told her.

"Who?" His wife didn't know whether to laugh or give him a dose of caster oil.

"Just now as I came by the graveyard," Jake tried to explain, "I heard God and the devil dividing up the souls of the dead. Plain as day, I

heard God say, 'One for me.' And then the devil would say, 'And one for me.' I ran on home as fast as I could. I didn't want them to use me to even out the count--in case they were one short."

"Jake," his wife said, "shall I ask the Lord to have mercy on a poor drunk?"

"Oh," Jack moaned. "Don't tell Him I'm drunk. Tell Him I'm sick!"

Lesson Plan

"Hant" Tale

Questions for oral discussions:

1. Which kind of story do you think this is and give a reason for your choice:

   (a) ghost story?

   (b) religious story?

   (c) story that teaches a lesson?

   (d) funny story?

2. Why were Erb and Reb "petty thieves"?

3. Is it good to steal someone's corn out of his cornfield? Why or why not?

4. Who was punished for the petty crime in the story?

5. Should he have been punished? Why or why not?

6. Why did Old Jake think it was God and the devil he heard?

7. Why didn't Jake's wife know whether to give him castor oil or laugh at him?

8. Do you think Jake decided not to drink any more moonshine? Why or why not?

Activities

1. Draw and color different scenes from the "Hant" Tale.
2. The teacher may select a number of phrases from one paragraph in the story and write them on sentence strips. Or some of the better students may do this. Have students place them in correct sequence in a chart holder.
3. Choose one:
   A. Act out a particular scene or dramatize the whole story.
   B. Play the "Ghost Game":

      The object of the players is to add a correct letter of a word that is being spelled but to avoid finishing a word. Anyone who finishes the word becomes a third of a "ghost," and when he is three-thirds he must drop out of the game.

      The first player says any letter of the alphabet that can be used in spelling some word. If the first player said "b" and the second--think of "best" --adds "e," he becomes a third of a ghost because "be" is a word of itself. When a word is finished, the next player starts another. At any time a player may challenge another concerning the word he is spelling. If the player who is challenged cannot name an actual word which he has in mind, he becomes a third of a ghost. If he can cite a word, the player who challenged him becomes a third of a ghost.

Extended Activity for the Hant Tale:

Divide the class into ten groups, and tell each group it must make the appropriate sound each time its character is mentioned in the following story. A narrator reads the story slowly and dramatically, pausing long enough for each group to make its special sound effect. Stunts like this are so popular that often they should be repeated at once.

Timid young girl (scream)	Yellow dog (howl)
Old, old woman (shrill laugh)	Big black crow (caw, caw)
Large, black cat (mei-ow)	Four black bats (whir-r-r)
Long black snake (hiss-s-s)	Bogie man (booo-o-o)
Tall man (groan)	Ghost (everybody screams together)

Story

On a dark and stormy night in October a stagecoach rumbled along a country road. In it a timid young girl....bounced up and down on the hard cushions and gazed with fright out into the darkness. Suddenly the coach stopped and in stepped an old, old, woman.... From under one arm peered a large black cat....around the other twined a long black snake....

"Hoity toity! A timid young girl.... traveling alone tonight!" she exclaimed with a hideous grin. "Let me tell your fortune, my pretty dear." The old, old woman....stretched a bony arm toward the timid young girl....while the large black cat....arched his back and growled and the long black snake....watched with beady eyes. "No, no!" cried the timid young girl....shrinking into the corner with her pretty hands behind her back.

At that moment the door was thrown violently open and in rushed a tall man....wearing a long raincoat. His face was hidden by a drooping hat, but his voice was low and pleasant. "Allow me," he said, and gently

pushed between the timid young girl....and the old, old, woman....who three times pointed her finger at the tall man.... A yellow dog.... howled from under the seat, the large black cat....growled again, and the long black snake....hissed.

On the window sill a big black crow....alighted and croaked most dismally. Into the coach flew four black bats....and beat their wings in the face of the timid young girl....while through each window peered the grotesque face of a bogie man. Nearer and nearer to the old, old woman.... bent the tall man, fixed on the old, old woman....two startling eyes, and pushed back his hat. With a terrified shriek the old, old woman....sprang to the door, followed by her large black cat, ...howling yellow dog, ... long black snake, ...four black bats, ...and the big black crow.... Inside the coach the timid young girl....had fainted, for under the hat of the tall man....was the ghastly countenance of a GHOST . . . !

Primary Activities

"Hant" Tale

Creative Dramatics:

1. Act out whole tale.
2. Act out scenes.
3. Tell the story in own words.

Art:

1. Draw one illustration of the tale.
2. Draw scenes (in groups) to form a mural.

Sequence:

1. Place scenes in order.

Questions:

1. Who were the characters?
2. Where did Erb and Reb go first?
3. What did Erb and Reb go to this place for?
4. Where did Erb and Reb stop to divide the contents of their sacks?
5. Who was stumbling down the road on this late night?
6. Why did he run?
7. Did he really hear the devil and God?
8. Whom did he hear?

Schools of the Upper Cumberland

Objectives

1. The student will learn that education was important to the early settlers of the Upper Cumberland.
2. The student will learn for whom the county seat of Clay County is named.
3. The student will learn the origin of the name "Hilham" in Overton County.
4. The student will be able to identify Moses Fisk.
5. The student will be able to identify Thomas Hughes.
6. The student will learn the origin of Rugby, Tennessee.
7. The student will be able to identify Plateau City.
8. The student will be able to identify Nettle Carrier.

Lesson Plan

Schools of the Upper Cumberlands:

Fisk Academy and Alpine Institute

Motivation:

1. Point out pictures of the Moses Fisk home.
2. Ask students: What is meant by the old saying, "Man does not live by bread alone"? Where does the saying come from?
3. If your family and maybe six other families gathered together and wanted to start a community, what would you build first? Why? Second? Why? Third? Why? etc. Discuss.
4. Point out locations of Alpine Institute and Fisk Academy on map.

Vocabulary:

established	unfortunately	contributions
surveyed	adjoining	purchased
provided	influence	original
restore	museum	legend
rubble	tragedy	

Primary vocabulary:

Massachusetts	maiden	Alpine
Hilham	village	summer
fire	fair	state
students	agreed	lawyers
society	twig	Indian
restore	creek	Nettle Carrier
stumps	grain	

Fisk Academy and Alpine Institute

The settlers in the Upper Cumberlands had interests other than hunting and fishing. "Man does not live by bread alone." Schools were soon established, and one of these was Fisk Female Academy at Hilham.

Moses Fisk came to Overton County from Massachusetts in 1805. He surveyed and laid off the first village in Overton County and named it the "Hamlet on the Hill." This was later shortened to Hilham. He provided 1,000 acres of land for the school which he named Fisk Academy. The academy was the first school for girls in the South. His wife, Celina, owned several acres in Clay County. The county seat was named Celina in her honor.

Fisk Academy was built in the shape of a cross. Each arm of the cross had a chimney at the end. Unfortunately, the school was accidentally destroyed by fire after only one year's operation. This was a loss to the entire region, since the academy drew large numbers of students from adjoining counties as well.

For a time Moses Fisk also operated a school for boys at Hilham. His interest in education for boys and girls was a never-ending one. Many boys and girls, because of the influence of Fisk, continued their education, making worthwhile contributions to society in the years that followed.

The old school that Fisk built so long ago has probably been forgotten by many, but the old log home that he built over 163 years ago still stands. It was recently purchased by the Overton County Historical Society and has been moved to a new location a short distance from the original site. The historical society hopes to restore the home and use it as a museum.

Fisk Academy and Alpine Institute

Another school established in the area was Alpine Academy in Overton County. Alpine once was known as Nettle Carrier. You might be interested to hear the story of how it got its name. On the mountain above the head of a creek stood a Cherokee Indian village, and, according to legend, two Indian braves were in love with the same Indian maiden who lived in this little village.

The Indian chief was a big and brave and fair man. He was asked to decide which of the braves should get the girl. Both braves and the Indian maiden agreed to go along with the chief's plan. His decision was for each of the braves to toss a twig into the creek and the one whose twig was carried farthest down the creek should have the girl.

One threw a nettle and the other a thorn. The nettle was carried farthest down the creek, and the thrower won the girl. From that day on he was called Nettle Carrier, and for him the creek was named. Afterwards the community took the same name and so it was called by the early white settlers. The lucky Indian brave, Nettle Carrier, became chief of his tribe and years later welcomed the white settlers who moved into the little village and became his neighbors.

In 1846, John L. Dillard, a Presbyterian minister, also from Massachusetts, came to Overton County, Tennessee, and built his home and a large log school on top of Alpine mountain. The school was the pride of the little village. But it was destroyed during the Civil War, and now in its place can be found only the rubble of fallen chimneys, blackened stumps of catalpa trees, and soft beds of periwinkle and blue myrtle growing beside a spring.

Fisk Academy and Alpine Institute

The loss of the school on the mountain was a tragedy shared by old and young alike. But the people did not give up. They set at once to rebuild, and in 1880, Alpine Academy was established. Ten years later the name was changed to Alpine Institue.

At Alpine Institute, some of the students could earn all or part of their expenses by working during the summer months. No tuition was charged, but students could pay $7.50 per month for room and board. If they could not pay cash, they could bring hogs, cattle, sheep, or poultry that could be used for meat. Garden vegetables and such grain as oats, rye, corn, or barley also were acceptable.

Alpine Institute was well-known throughout the country. It was considered one of the best high schools in the state. Many of its graduates became lawyers, doctors, engineers, ministers; and one was governor. Since the closing of Alpine Institute, students attend other schools in the county.

Lesson Plan

Fisk Academy and Alpine Institute

Questions for oral discussion:

1. The county seat of Clay County was named for _____ _____.
2. Who established the first school for girls in the south?
3. In what county was Fisk Academy located?
4. How did Hilham get its name?
5. What is a hamlet? (If no one knows, ask a student to look it up in a dictionary and tell the class.)
6. What is being planned for Moses Fisk's old home?
7. Retell in your own words the legend of "Nettle Carrier." Who can supply what was left out?
8. We talked before the lesson about starting a community? What would you name your community? Why? You may make up a story about how your village got its name.
9. Review definitions of synonyms.
   (a) Write on board: RESTORE. Who knows a synonym for this word? Come write it beside RESTORE.
   (b) Write on board: PURCHASED. Who knows a synonym for this word? Come write it beside PURCHASED.
   (c) Who knows a synonym for this word: ORIGINAL. Write it on the board.
10. Review definitions of antonyms. The words (presented in the same manner as the synonyms) are: (a) unfortunately
    (b) tragedy
    (c) adjoining.

Activities

1. Locate the county in which Fisk Academy was established.

2. Locate the county in which Alpine Institute was located.

3. Choose one of the following:

   A. Make a drawing of the original Fisk Academy and color it.

   B. Draw a picture illustrating the legend of Nettle Carrier.

   C. Act out the legend of Nettle Carrier.

Primary Activities

Fisk Academy and Alpine Institute

1. Act out the legend of Nettle Carrier.
2. Draw a picture of the story of Nettle Carrier.
3. Map: (a) locate county of Alpine Institute.
   (b) locate county of Fisk Academy.

Questions (fill in blanks):

1. Fisk Academy was a school for girls.
2. Fisk Academy was founded by Moses Fisk.
3. "Hamlet on the Hill" was shortened to Hilham.
4. Celina got its name from Moses Fisk's wife.
5. Alpine Institute was established in Overton County.
6. Alpine was once known as Nettle Carrier.
7. Nettle Carrier was an Indian.
8. John L. Dillard, a minister, built Alpine Institute.

Lesson Plan

Rugby

Motivation:

1. Discuss orally:

   What is a ghost-town?

   Have you ever been to a ghost-town?

   What do you think it would be like?

   Would you like to live in a ghost-town? Why or why not?

2. Point out pictures of Rugby mounted on a bulletin board.

Vocabulary:

tilling	gigantic	wily	remnants	published
plentiful	colony	headmaster	rustic	earnings
exploring	mart	discouraged	filtering	rugged
establish	scheme	fold	derrick	fortune
epidemic				

Primary vocabulary:

England	Atlantic	rough	Coast	travelled
found	colony	clearing	fishing	planted
passed	work	native	settlers	dying
dream	buildings	organ	pictures	

Rugby

Once a long, long time ago, there was a school in England called Rugby, but only the oldest sons of English families could go to this school. During this time a young English gentleman, Thomas Hughes, felt sorry for the second and third sons of families. They weren't allowed to go to school and were forced to work for a living. Hughes decided that they deserved something better.

Thomas Hughes was a writer. In the mid-1800's he published in England a book called Tom Brown's School Days. It became well-known and sold many copies. With the earnings from this book, Thomas Hughes packed his bags and set sail across the blue, blue waters of the Atlantic Ocean in search of a place for a new school. After many weeks on the rough and choppy sea, he found himself on the coast of the new land called America.

Hughes travelled and searched across this new land. He came across the Appalachian Mountains through the Cumberland Gap and down the other side. He travelled through Kentucky, and when he arrived in Tennessee he knew he'd found the spot he'd dreamed of. In the rugged green hills bordering Fentress County lay the perfect place to establish his colony.

Here Hughes would build a whole village and the finest schools. He was so excited about this new adventure that he could hardly wait for others to come. He was sure that the young men back home would be excited about clearing and tilling the land, exploring the wilds of the forest where game was plentiful and fishing was great, and getting a good education in the new land.

A London (England) newspaper of the day tried poking fun at Hughes's adventure in the following poem:

'Tis a scheme that is truly gigantic,
Tom Hughes has just started,
For he is taking across the Atlantic
To settle in far Tennessee a new colony,
Peopled by dozens; male settlers, the young and the old,
With their wives, and their sisters, and cousins
Are all gathered into the fold.

They're to sow on the far mountain ranges,
They're to reap and to trade in the mart;
And through all Fortune's troublesome changes,
They're still to be English at heart.
Quotes the wily American, "Thank'ee,
Though now of old England you're types,
In a very few years you'll be Yankee,
And swear by the stars and the stripes."

The year 1881 was an exciting one for Plateau City, as the little village was first called. The young Englishmen came. They worked hard. The seeds were planted. Time passed and, in a little while, a small bit of England sprang up all bright and shining. A friend wrote Hughes from England suggesting that the new community in America be called Rugby after the school in England. And so the American Rugby grew. Mr. Hughes's mother at the age of 83 sailed all the way from England to make her home in the new Rugby village. But that same year Rugby's troubles began. An epidemic of typhoid broke out and claimed the lives of several persons. The colony, though, still brave and hopeful, buried its dead and went on living.

In the year 1884 the little school opened its doors to six students. The school was named the "Arnold School" in honor of the headmaster of Rugby

School back in England. But soon afterwards, the little village began to go down hill. The settlers were not used to the rough and rugged way of life in this foreign land. It took hard work and long hours to scrape a living out of the land. The second and third sons of English families were not used to hard work and such long hours. Many became discouraged, grew homesick for their native land and went back home. Hughes's mother died and was buried along with other Rugby settlers in the Rugby cemetery. After the funeral, Thomas Hughes returned to England and never again returned to the new Rugby colony, which, itself, was slowly dying.

And so the remnants of a faraway dream long, long ago can be seen in the quiet, rustic little English village of Rugby, Tennessee, only eighteen miles east of Jamestown. Many of the old buildings are still there. Striking in its beautiful setting, surrounded by graceful, swaying trees, and dreaming peacefully is a little white frame church. Its stained-glass, arched windows reflect the sun, and its white steeple gleams under low-hanging clouds. Sunday services are still held there part of the year, and music echoes from the age-old organ brought over from England long ago. The inside of the church is just as it was in 1880.

The old library, too, looks just as it did so long ago. The same old kerosene lamps hang from the tall ceiling. Except for these old lamps, the only light is that of the sun, filtering through the long, narrow windows when the shutters are open. The walls are lined with rows and rows of books containing over 7,000 volumes and twelve shelves high. Check-out cards for books still bear the names of the early English settlers who borrowed the books. Pictures on the wall, desks, and chairs are just as they were when the doors closed on the little Rugby village.

Rugby

Rugby stands today a memory of yesterday, a ghost from the past. Rugby lived once and hoped, but it stands today and dreams. And yet--in July, 1972, an oil derrick about four miles from Rugby struck oil. Oil is sometimes called "black gold," for its discovery makes poor men rich and rich men richer. Who knows? Rugby yet may wake and live again!

Lesson Plan

Rugby

Questions for oral discussion:

1. In England back in the 1300's, who was allowed to go to school? How do you know? Please find and read your answer in the story about Rugby.
2. How did Thomas Hughes pay for his trip to America? How do you know? Please find and read your answer.
3. What important thing did Thomas Hughes do in Tennessee?
4. Why did he want to establish a colony in America?
5. What was Rugby first called? Why was its name changed to Rugby?
6. What were some of the reasons that Rugby failed?
7. Do you think Rugby will live again? Why or why not?
8. Which part of the Rugby story did you like best? Why?

Activities

1. Pretend that you are one of the early settlers in Rugby, and write a diary.

2. Find the poem in the text and underline the rhyming words.

3. Choose one:

   A. Write another ending to the Rugby story in which you pretend that Rugby never died.

   B. Pretend that you are Thomas Hughes and have just found the spot on which to build Rugby. Act out what you would do.

Primary Activities

Rugby

1. Draw a picture of one of the buildings in Rugby.

2. Pretend you were one of the early settlers from Rugby.

   Draw a picture of some of the things you did.

Questions

1. Who founded Rugby? (T. Hughes)
2. Where did he come from? (England)
3. What was Rugby first called? (Plateau City)
4. What were some of the buildings in the colony?

   (Homes, Church, School, Library).
5. Where did Rugby get its name? (From the school in England)

This publication is intended as a supplement to the unit on the Upper Cumberland region entitled "People--Places--Things." Written by Mrs. Peggy Rickard and Mrs. Ora Mai Vaughn, the unit is published by the Upper Cumberland Reading Project, funded under Title III of the Elementary and Secondary Education Act.

Like the original unit, this supplement seeks to help teachers of this region make pupils more aware and appreciative of the natural and historical heritage which is theirs. It is intended to provide teachers with supplementary material for such classroom activities as reading, social studies and science.

This supplement could not, because of space and time limitations, mention all historical and scenic places in the 13 counties served by the project. We hope that it will provide a format for teachers to follow in writing units of study about their own localities. The interested teacher can find a treasure of supplementary materials in his or her own community and surrounding area, and this supplement is intended to be a source of ideas more than a source of information for teaching about the scenic, historic Upper Cumberlands.

A Teacher's Guide to
Historic and Beauty Spots
Of The Upper Cumberlands

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by Mozelle Medley

Upper Cumberland Reading Project

Title III ESEA

1973

"This land is your land

This land is my land

This land was made for you and me."

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GOALS FOR STUDENTS

WHOSE TEACHERS USE THIS GUIDE

1. The students will begin to learn the history of the Upper Cumberland.
2. The students will become acquainted with some historical spots in the Upper Cumberland.
3. The students will become more aware of the Upper Cumberland area and more appreciative of their heritage.
4. The students will become more appreciative of the uniqueness of the area and of its special beauties.
5. The students will begin to realize the need to preserve the Upper Cumberland scenic spots.
6. The students will become more aware of the need to develop the resources of the Upper Cumberland.
7. The students will increase their knowledge and appreciation of native plants, wild life, and geological formations.
8. The students will acquire a knowledge and appreciation of historical buildings, landmarks, and scenic spots in their region, and increase their desire to preserve them.

I. Lesson Plan: Historical Spots

Motivation:

1. Hand out county and Upper Cumberland Region maps. Ask children to locate their school and home on the map. The teacher may use a large map on the overhead projector to help the class in directions and distances.

2. Ask class members to name any place on the map where an important event took place. Explain fully the meaning of the term "historical site."

3. The class and the teacher will make a list of historical places in their particular area and in the Upper Cumberland region.

4. The teacher and class decide what methods will be used for learning more about the historical places nearby: (See suggestion for teacher, page 23).

Vocabulary:

Upper Cumberland	boulder
plateau	massive
thoroughfare	flourish
tavern	original
junction	restore
establish	intact
dilapidated	immigrated
prehistoric	acquire
territory	convene

Old Walton Road

This road between Kingston and Nashville was started in 1795, one year before Tennessee became a state in the Union. The road cuts through the Cumberland Plateau and was the main east to west thoroughfare in the state. Andrew Jackson, when president, often took this route by stagecoach to Washington.

Walton's Tavern at present-day Carthage was a famous overnight stop on the road.

Cordell Hull Birthplace

On State Highway 42 in Pickett County, 12 miles south of Byrdstown at the road junction, stands a little cabin where Cordell Hull was born. He was Secretary of State for 12 years under President Franklin D. Roosevelt. His efforts in behalf of the United Nations earned him the Nobel Peace Prize. He died in 1955 at the age of 83, and is buried in Washington National Cathedral.

Home of Moses Fisk

On State Highway 85 in Overton County south of Hilham on route 135 is the home of Moses Fisk.

Moses Fisk was born in Grafton, Massachusetts, in 1759. He was a graduate of Dartmouth College. In 1805 he surveyed and laid off the town of Hilham and established Fisk Female Academy, the first such school for young women in the South. Later it became a school for boys which he operated until shortly before his death in 1843.

Celina, the county seat of Clay County, was named for Mrs. Moses Fisk.

Fisk was also the surveyor of the Walton Road. He was perhaps the most scholarly man in the Upper Cumberland in the early 1800's.

The home site of Fisk is badly dilapidated and may soon fall into ruins unless it is restored.

Smithville Town Spring

This town spring of the early 1800's still can be found in the southwest part of Smithville. It furnished water for the entire village. For a half century it was the meeting place for the young folks. Seated in couples on the steps leading down to the spring or under the big oak on the bluff, they had frolics and picnics. Many of the local politicians engaged in public speaking there.

Evin's Old Mill

The Evin's Old Mill site is in DeKalb County, route 26, one mile east of Smithville.

A water mill was built on Fall Creek in 1837 by Daniel Smith, an early Tennessee pioneer. The original mill was destroyed by a flood in 1905 and a new one 1,000 feet from the first site was built by J. E. Evins near Carmack Falls, where the creek drops more than 1,300 feet. The mill ended operations during World War II, but its site has remained a scenic recreation area.

Dale Mill

Situated on State highway 26 in DeKalb County, near the bridge over Smith's Fork, is the water powered Dale Mill. It was built by Adam Dale, the first settler in DeKalb County. Dale ground the corn for settlers who followed him, and he persuaded them to settle nearby by pointing out the advantages of living in the area. Traces of the dam remain on Smith's Fork about 200 yards upstream from the mill.

Standing Stone

Perhaps the most widely known object of prehistoric interest in Putnam County is a large boulder which was supposedly used as a boundary marker between the hunting grounds of two Indian tribes. Measuring approximately eight feet in height, it stood upright on a sandstone ledge west of Monterey until the Indians placed it on an improvised monument to preserve it after it had fallen.

Early travelers over the Walton Road that passed the stone broke off little pieces to carry away with them.

Legend says it was a marker for travelers who first crossed the Cumberlands from Bean Camp on the Watauga River.

The "Standing Stone" is now preserved and located in Monterey on a massive and elaborate pedestal.

Rugby

In the northern tip of Morgan County only a few miles from Fentress County line are the ruins of Thomas Hughes' dream town. Here in 1890 a group of "younger sons" of English noblemen came to make their fortune. A modest town was laid out and for a year or two it flourished. But droughts, sickness, and ignorance of pioneer farming were the major causes of the colony's failure.

Thomas Hughes returned to England, having suffered heavy financial losses. Many young Englishmen followed his example. Only a few original settlers remained. Later, most of these moved elsewhere.

They left behind a tradition of culture and gentility that is remembered in Rugby today. Today you may visit the Episcopal Church, the library, and some of the homes which are being restored. The cemetery nearby contains graves of many settlers. Mrs. Margaret Hughes, mother of Thomas Hughes, is buried there.

Visitors to Rugby can tour the original buildings which are now being well kept. The library still has its original collection, including a wonderful group of children's books.

The Tillman Dixon Home

The Dixon home is located one-half mile west of Dixon Springs on State Highway 25 in Smith County.

The Dixon House is one of the truly fine homes remaining in this area. Originally it was built of logs and later enlarged with bricks. The log part is still intact. The furnishings and grounds surrounding the house are well kept, making a visit well worth your time. The chimneys, the handmade brick, and the huge, straight logs make this 1784 home one of the best build in Tennessee.

Dixon was a captain in the Revolutionary Army. He came to this area from North Carolina. A spring near his home became a noted camping place for travelers.

Smith County's first court was held in the Dixon home November 16 and 17, 1799. Louis Philippe, Duke of Orleans, later the king of France, was a guest there the night of May 8, 1787.

Spencer's Hill

The place where Thomas Spencer was killed is a few miles east of Crab Orchard in Cumberland County.

"Big-Foot" Spencer is the most colorful figure in early Upper Cumberland history. He was perhaps the first American to spend a winter in this area (winter of 1775-76). He made his home in a tree near Castalian Springs on Bledsoe's Creek in Sumner County.

He was a fur trapper, a greater hunter, and a famous Indian fighter. Many tales are told of his great strength, his tremendous size, and his kind heart.

One day, as Spencer was returning from a fur trading station across what is now Cumberland County, he was fired upon at close range by a few Indians. He fell dead instantly on a large rock by the trail. His companion, who was named Walker, was wounded at the same time. So Big Foot, winner of many a wilderness battle, lost his money, his scalp, and his life.

Spencer's Hill is on the trail known as the South Pass of the Cumberland Mountains. Nearby is the place called Carb Orchard Gap, which is 1660 feet high.

Pleasant Hill Academy, Pleasant Hill, Tennessee

Pleasant Hill Academy in Cumberland County was established in 1884 by the American Missionary Association.

In a few years the Academy extended its course of study until it included the full four years of high school and was accredited by the Southern College Association.

The curriculum was developed to meet the needs of students. Many of them were able to earn part of their school expenses by participating in all the work required to run a boarding school.

For more than sixty years the Academy provided its students with excellent training in music, manual arts, practical agriculture, and home economics. A program of teaching, producing, and marketing crafts was an important part of the school's curriculum. Many of the South's finest cabinet makers learned their trade at Pleasant Hill Academy.

In 1947 Cumberland County bought the Academy, which became a part of the Cumberland County Public School System.

The American Missionary Association still owns the property called The Pleasant Hill Community Center, which contains a community church, the school farm, and a handsome crafts shop. The crafts shop is still operated and is famous for its beautiful handmade mountain crafts.

Burial Place of Captain William Walton

The grave site of Captain William Walton is in Carthage. Captain Walton is credited with being the first settler of Carthage and was prominent in the early history of Smith County. He was a man of considerable wealth, a large slave holder, and a leader among men.

Walton (1760-1816) immigrated to the area in 1785 and located his land grant from the government on the bank of the Cumberland River where it is met by the Caney Fork River.

Home of Mark Twain

In Jamestown is the ancestral home of Mark Twain (Samuel Clemens). The Clemens family moved before Samuel was born, but he visited relatives there more than once. Records in the courthouse at Jamestown are in the handwriting of John M. Clemens, Mark Twain's father. Twain wrote such famous books as Tom Sawyer and Huckleberry Finn.

Birthplace of Sergeant Alvin York

The best known hero of the World War I was Alvin York of Fentress County. Just north of the steel bridge crossing Wolf River on Highway 28 at Pall Mall is the birthplace of this famous soldier.

York was a peace-loving mountaineer who was drafted into the Army in 1917. While in battle at Chateau Thierry, France, York's squad surprised the Germans. He killed 25 Germans and took 132 prisoners back to the American lines.

York was given a hero's welcome when he returned home. The state of Tennessee and others helped him acquire a farm in the bottom land along the Three Forks of the Wolf River. Here he married his childhood sweetheart and lived the rest of his life.

The Hugh Roberts' Home

In Celina, the county seat of Clay County, there stands a log house known as the "Roberts' Place." Hugh Roberts is said to have been the first white settler in the present Celina; his house was built in 1780. This house has been in three states, one territory, and seven counties, because of shifting boundary lines.

Old Landmarks in Putnam County

Buck College

Less than one-half mile east of the Cookeville city limits on a farm owned by Dr. J. P. Terry stands a dilapidated two-story frame structure. This is all that remains of a successful school of higher education which was most successful when the Civil War broke out.

The school opened in 1852. Mr. Jonathan Buck, the school's founder, was a scholar who left a large library, which was dispersed at his death.

It is said that Mr. Buck often was asked to write letters and legal documents for others because he could compose and write in beautiful script.

White Plains

About three miles east of Cookeville, at the foot of a mountain, a Revolutionary soldier, Lt. William Quarles, settled. His family and several slaves came from Bedford County, Virginia. After a month's travel they came to the western foot of the mountain and settled on level land on Christmas day, 1809.

Soon White Plains had a post office and a blacksmith shop where the first court ever held in the area convened. Lt. Quarles was the presiding judge. Years later this first citizen was assassinated on a lonely road near his home.

His home site is near Algood on the Walton Road. The family graveyard where Quarles is buried is on the hill north of the homesite. Slaves are buried in a clump of shade trees across the road from the house.

The Harvey Summers' home is on the Quarles land grant. It was built in the 1940's by some of Quarles' descendants.

Note: White Plains was so called because white flowers grow over the fields. It may have been the common Queen Anne's lace.

II. Scenic Spots in the Upper Cumberland

Motivation:

1. Make a bulletin board of pictures of Upper Cumberland beauty spots. (See bibliography for source of pictures.) Ask children to contribute other pictures. Label each picture with a description of the location.

2. List as many natural scenic spots as the class knows.

3. Form class into committees to make brief reports on the most unusual places of interest.

4. Plan a field trip to a nearby spot using a guide similar to that on pages 18 and 19.

5. After the field trips list some special natural features of the Upper Cumberland area.

Vocabulary:

scenic
resort
gorge
spectacular
surround
health
site
recreation
foliage
eventually
geology
geologist
gem
fertility
prophet
prophetic
commercial
maintain
surpass

Red Boiling Springs

Located in Macon County, Red Boiling Springs is a well-known site of "mineral springs." As early as 1830, a long hunter (a hunter a long distance from home) found animals drinking from a certain spot in a creek and told others of his discovery of waters heavy with sulphur and other minerals.

For years the springs were a well-known watering place and attracted many people who believed the waters had healing powers. The town became a well-known resort for summer vacationers, and several stately hotels were built. Its altitude (1,400 feet above sea level) makes it comparatively cool and less humid in summer.

Lost Creek

Lost Creek is a branch of the Caney Fork River in White County. This creek has many waterfalls, some of them thirty feet high. The creek rolls along for about ten miles through beautiful farms and orchards. Then the waters steal away through an underground channel beneath the mountains into the Caney Fork River.

The gorge where the creek disappears is steep, wooded, and infested with copperheads. A mile down the stream is a wild, splashing seventy-two foot falls of Lost Creek. Few people have seen this spectacular waterfall, but it's well worth the trouble.

Cummins Falls

Across the road from the home of Miss Mary Cummins in Jackson County and down a steep bluff is a beautiful falls on Roaring River. This is located about five miles north of Cookeville on State Highway 135 in Jackson County. The surrounding hills are lovely with tall oak trees and many wild flowers.

The "Boils"

At a spot along Roaring River in Jackson County, the water disappears under a mountain and "boils" up again miles away as underwater springs. This is a spectacular sight on a scenic drive about 14 miles from Cookeville on State Highway 135. The "boils" are at the foot of hills beyond a bridge on Falling Walter River. Nearby hillsides are covered with white trillium, pink catchfly, and wild geranium in the early spring. A road winds around the hills following the stream and eventually makes a loop back to the bridge mentioned above.

Bon Air

Five miles east of Sparts on Highway 70-S is the site of a once popular health resort at Bon Air. It is still visited for its good air and scenic beauty.

Pilot Knob

Pilot Knob, two miles southwest of Cookeville, is a mountain top overlooking a deep valley. Here is a beauty spot unsurpassed in the area.

Waterloo

Ten miles from Cookeville on Spring Creek is Waterloo Falls, where there was once a large gun powder factory. One day an explosion wrecked the plant and badly burned one of the workmen. This was about 1854 or earlier. Salt also was made there at the same time. After the Civil War the water power was used to grind corn and wheat.

Today the local Girl Scouts have a cabin at this site which they use for summer day camps. With its beautiful falls, bubbling waters, and shading trees, it affords a good setting for nature activities.

Burgess Falls

One of the most beautiful waterfalls in the area is Burgess Falls. Located on the Burgess Falls road ten miles south of Cookeville, the falls are 100 feet high and drop over a bluff of shale and limestone.

The recreation area has not been maintained and is in an unkempt condition. The State of Tennessee has acquired the Burgess Falls area as a scenic spot, however, and will be responsible for maintaining the area in the future.

Ozone Falls

On Highway 70 five miles east of Crab Orchard in Cumberland County is beautiful Ozone Falls. Ozone Community is 2,000 feet above sea level, and the falls are visible from the highway.

Bee Rock

One-half mile south of Monterey is a peak 1,900 feet high which is known as Bee Rock. A gravel road leads to the top of the bluff where there is an excellent sweeping view of Calfkiller Valley. From this high bluff you may glimpse an occasional deer grazing in the valley. This has been an ideal picnicing and hiking spot for many years, but, unfortunately, it is now a commercialized camping ground.

Sunset Rock

Seventy-five feet above the Highway 70-S, five miles east of Sparta, is Sunset Rock. Here one may see parts of seven counties and parts of three states. During the Civil War a Federal soldier carved on this rock the words of a song, "Just before the Battle, Mother." These words were prophetic, for he was killed the next day.

Indian trails in 1780 passed Sunset Rock. Here the braves could scan the landscape for the enemy, and for herds of buffalo and deer.

During the autumn months the colorful foliage of the woods makes this an unforgetable sight.

Grassy Cove

Grassy Cove lies between Crab Orchard Mountain and Walton's Ridge in the Cumberland Mountains. It is five miles long and about two miles wide. Grassy Cove is actually a landlocked sea of grass entirely surrounded by mountains. Some of the earliest settlers in Cumberland County resided on prosperous farms there.

Cove Creek, which drains the valley, can find no other way out but through a cave under the mountain at the western edge of the cove. About five miles from the cave where Cove Creek disappears under the mountain, it reappears as a "Big Spring" to form the Sequachie Valley.

Geologists refer to Grassy Cove as a "limestone sink." Poets say it is the gem of the Cumberlands," and the mountain folk say its beauty and fertility are the pride of the Cumberlands."

State Parks in the Upper Cumberland

Some of the nation's most spectacular scenery is preserved in Tennessee State Parks. Four of these park areas are located in the Upper Cumberland region. Natural forests and waterways, scenic trails, and facilities for recreation make a visit to any of these areas most enjoyable.

Fall Creek Falls State Park

Located in Van Buren County between Pikeville and Spencer, the park contains many falls, cascades, deep gorges, and interesting geographic formations. Fall Creek Falls, 256 feet high, is the highest waterfall in eastern America.

Pickett State Park

This park is near Jamestown in a remote part of the Cumberlands. Pickett Park possesses primitive characteristics not found in other state parks. Peculiar rock formations, caves, and a variety of flora give unusual interest to this area.

A grist mill once operated by famed Alvin York is located nearby and maintained by the park. Visitors may enjoy fifty miles of rhododendron trails through primitive paths. Spring wildflower tours are conducted in early May.

Standing Stone State Park

One of the state's largest parks, Standing Stone, is in Overton County on State Route 52 between Livingston and Celina. The park is named after a large boulder that the Indians used as a boundary marker, but which is now displayed in the town of Monterey in Putnam County.

There is a 69-acre lake very good for fishing, and many picnic tables which afford a beautiful view of a picturesque setting.

Cumberland Mountain State Park

This park is situated on the largest remaining timberland plateau in America. It is 2,000 feet above sea level and is a favorite fun spot because of the pleasant climate in the summer time.

Easily accessible, the park is located four miles south of Crossville on U. S. Highway 127 in Cumberland County.

Scenic nature trails provide magnificent views of the Cumberland mountains.

III. Exploring the Upper Cumberland Woods in Autumn

Motivation:

1. Have a class discussion of seasonal changes in scenery and weather.

2. Keep a class record of changes observed by individual students. Discuss the reasons for these changes.

3. Bring to the classroom any signs of autumn, such as a colorful leaf, a dried flower, or a milkweed pod.

4. The class will plan a field trip to the woods. Combine the activities suggested with local points of interest. A visit to a historical or a scenic spot may be included.

5. Stress the purpose of the trip and safety rules to be observed. Include the importance of conservation of some rare wildflowers.

6. Plan to identify the Upper Cumberland attractions and to become more familiar with the local area surrounding your school.

7. Suggest that students make a list of signs of autumn to take on the field trip.

8. Give a certain number of points of each natural specimen to be looked for and see who can identify the most.

Vocabulary:

fungus	wildflower	rustle
lichen	weed	rustling
fossil	annual	conserve
tulip poplar	perennial	conservation
blight	gall	source
frost	compound leaf	meadow
autumnal equinox	foliage	primitive
		cove

Autumn Woods

I like the woods in autumn
When the dry leaves hide the ground
When the trees are bare
And the wind sweeps by
With a lonesome rushing sound.

I can rustle the leaves in autumn
And I can make a bed
Of the thick dry leaves that have fallen
From the bare trees overhead.

James S. Tippett

Look for:

1. A tall poplar tree
2. A dried Queen Anne's lace
3. A red tree with red berries
5. A dead chestnut tree
6. Fields of purple asters and goldenrods.

Things to collect:

1. Moss
2. Lichen
3. A yellow leaf that looks like the tip has been cut off
4. A red maple leaf
5. A shelf fungus
6. A hickory nut
7. A compound leaf
8. Two different kinds of seeds
9. A fossil.

Things to feel:

1. Soft, cool ground
2. A milkweed pod
3. The paper feel of a beech leaf
4. A pine cone.

Things to smell:

1. Crushed sassafrass leaves
2. Pine needles
3. Bitterweeds
4. Wild mint or beebalm.

Things to hear:

1. Leaves rustling
2. A jaybird's alarm call
3. A crow's call
4. Other bird calls.

An unexpected discovery:

1. A skeleton
2. Insect gall
3. A strange stone
4. Something unusual.

IV. A Field Trip in Spring

Motivation.

1. Prepare a discovery table for signs of spring exhibit.
2. Keep a daily record of the weather.
3. Bring a pussy willow stalk to class. Put it in water and watch for changes in its branches.
4. Plant some seeds and bulbs for classroom observation.
5. Keep a sharp outlook for birds returning from winter migration.
6. Ask each student to look for a plant beginning to grow. See if each child can list something different.
7. Plan a list of spring signs to look for on a field trip.
8. Divide the class into two groups. Each group will look for flowers of different colors. A red flower is one point and a blue flower is another point. Birds too may be grouped into colors, or by those seen in trees and those seen on the ground.
9. List guidelines for safety in the woods.
10. Review a list of rare plants and stress these are not to be disturbed.

Vocabulary:

migrate	trillium	cascade
season	phlox	remote
rare	iris	boundary
abundant	bluet	geranium
geode	columbine	violet
conglomerate	violet	bulb
flint	quartz	crystals
limestone	sandstone	vernal equinox

Called Away

I meant to do my work today

But a brown bird sang in the apple tree,

And a butterfly flitted across the way,

And all the leaves were calling me.

And the wind went sighing over the land

Tossing the grasses to and fro,

And a rainbow held out its shining hand--

So what could I do but laugh and go?

Richard Le Gallienne

Look for these wild flowers

1. Trilliums in moist woodlands. The large-flowered white trillium is a common sight in the Upper Cumberland woodlands.
2. Wild geranium may be found in meadows and in openings in damp woodlands.
3. Rare yellow lady's slippers may be growing with trillium in oak or pine woods.
4. Purple phlox is abundant along any roadside.
5. Dwarf blue iris in dry oak woods and limestone areas.
6. Colorful columbine on slender stalks, seen in open woods or meadows.
7. May-apple with its umbrella-like leaves, found in woodlands during early spring.
8. White and purple violets.
9. Bluets blooming in fields and waysides.

Listen for these sounds

1. The rat tat tat of the woodpecker.
2. A cardinal call, "What cheer! What cheer!"
3. The familiar "sweet-sweet-sweet" of the song sparrow.
4. Some insect "musicians."
5. A gray squirrel scolding.

Rocks to look for:

1. A geode near a stream (A geode is a hollow, stonelike formation often lined with quartz crystals)
2. Flint and arrowheads
3. Fossils in limestone
4. A conglomerate (A conglomerate is a rock composed of worn, rounded pebbles cemented together.)
5. Shale
6. Sandstone
7. Limestone with moss growing on it.

Flowering trees and shrubs to observe:

1. Red-buds
2. Flowering dogwood
3. Maple trees with the seed "wings"
4. Wild cherry blossoms
5. Rhododendron in various colors on high elevations
6. Mountain laurel on moist highlands
7. Oak trees when the leaves start to unfold; catkins and young leaves may be soft shades of pink.
8. A beautiful azalea with dark red flowers found in oak woods in the northern part of the Cumberland Plateau near Jamestown.

Spring surprises to look for:

1. A spring lizard
2. A bed of tender poke sallet
3. A cottontail rabbit
4. Frog eggs along the bank of a pond
5. A steep hillside showing strata upheaval
6. Little mud "chimneys" of crayfish in a damp meadow.

Study Questions and Suggestions for Teaching About Your Community or Region

1. How did our town get its name? Is there a story about it?
2. When was our town established?
3. Where is the oldest public building? How old is it? For what was it used?
4. Where is the oldest house? Who built it? What style is it?
5. Interview a senior citizen of the community. Ask him about landmarks he remembers. He may be a resource person for the class. He may also be a guide for a tour.
6. Learn what a cornerstone of a building is and go to a public building to see one.
7. Visit (as a teacher planning a lesson) the historical and scenic spots in advance of a field trip to plan the route, to obtain a list of things to see and to look for, and to become familiar with the area.
8. Make a collection of leaves gathered from different kinds of trees in the area.
9. Start a collection of wild flowers in the area. These, as well as the leaves, may be pressed and dried as a class project. Do not collect rare plants, such as the columbine, trailing arbutus, lady's slipper, cardinal flower, and wood lily.
10. Seeds may be collected too. These may be arranged to make pictures in an art class. It is also interesting to plant some unidentified seeds.
11. Build a bird feeder outside a classroom window. Keep a list of the birds you see daily and a list of "visitors."
12. Ask part of the class to write a story of how people in your area lived 100 years ago. Ask the rest of the class to write a story telling how local people lived 50 years ago. Compare these accounts with present customs.
13. List some rocks found in your community. This may become an ongoing assignment with samples of each rock listed.
14. Make a display of any realia the students bring to class.
15. Find out what special event took place in your community and write a story about it. This may be material for a class dramatization
16. List the craftsmen and artists in your community. Invite them to visit your classroom.
17. Fill the classroom with pictures of local scenery drawn by every member of the class.

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